



# brandeis university bulletin

1968-1969

florence heller  
graduate school  
for  
advanced studies  
in  
social welfare

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1968-69

*COVER: An artistic likeness of Supreme Court Justice  
Louis Dembitz Brandeis*

*This publication is correct as of July 1, 1968.*

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**Brandeis University**

The  
Florence Heller  
Graduate School  
for  
Advanced Studies in  
Social Welfare

**1968/1969**

WALTHAM, MASSACHUSETTS

*Archive*

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1968/69



*"It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . .*

*"It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.*

*"It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust."*

—from the writings of  
LOUIS DEMBITZ BRANDEIS (1856–1941)  
on the goals of a university.



*creative arts complex*

*"Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.*

*"Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills and the development of techniques.*

*"Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.*

*"Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic."*

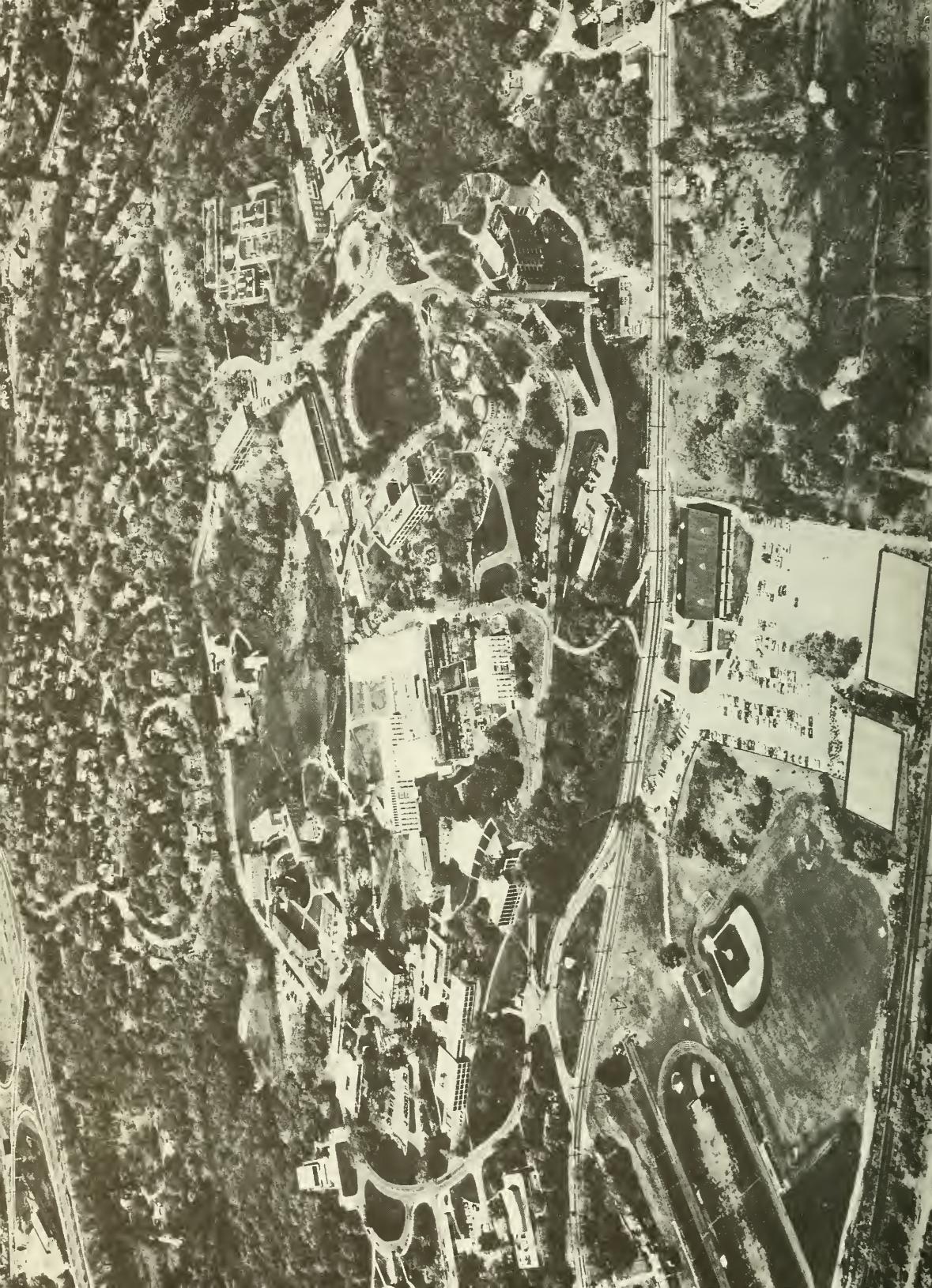
DR. ABRAM L. SACHAR, Brandeis' first president, at ceremonies  
inaugurating the University, October 8, 1948





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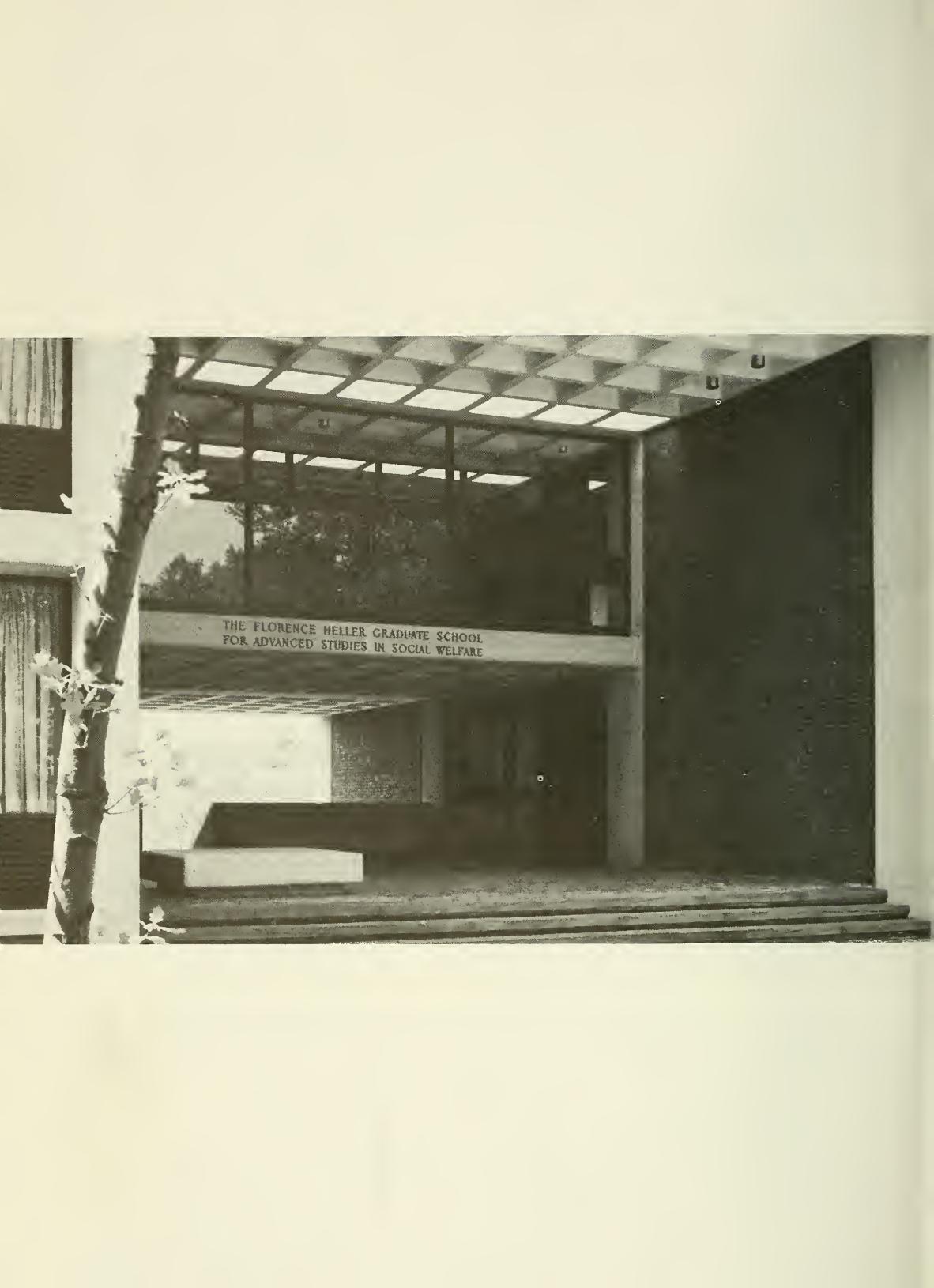
## Academic Calendar 1968–1969

**Fall Term:** Monday, September 16, 1968 through Thursday, January 30, 1969

|           |              |  |
|-----------|--------------|--|
| Monday    | September 16 | New Students Arrive for Orientation Week |
| Wednesday | September 18 | All Students Register                    |
| Wednesday | September 25 | Classes Begin                            |
| Wednesday | October 2    | No Classes                               |
| Monday    | October 7    | No Classes                               |
| Monday    | October 14   | No Classes                               |
| Monday    | November 11  | No Classes                               |
| Thursday  | November 28  | No Classes                               |
| Thursday  | December 19  | Winter Recess Begins After Last Class    |
| Monday    | January 6    | Classes Resume                           |
| Thursday  | January 30   | Last Day of Classes, Fall Term 1968–1969 |

**Spring Term:** Monday, February 3, 1969 through Thursday, May 22, 1969

|          |            |  |
|----------|------------|--|
| Monday   | February 3 | Classes Resume                           |
| Thursday | April 3    | Spring Recess Begins After Last Class    |
| Monday   | April 14   | Classes Resume                           |
| Thursday | May 22     | Last Day of Class, Spring Term 1968–1969 |
| Sunday   | June 8     | Commencement                             |



A black and white photograph showing the entrance to a modern architectural building. The building features a prominent overhanging roof supported by a grid of steel beams and rectangular skylights. A dark, solid wall is visible on the right side. In the foreground, a white decorative column stands on the left, and a set of wide stone steps leads up to the entrance. A plaque above the entrance reads: "THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE".

THE FLORENCE HELLER GRADUATE SCHOOL  
FOR ADVANCED STUDIES IN SOCIAL WELFARE

# The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to help meet the need for education directed toward leadership responsibilities in social welfare. The school was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago. It was organized in 1959 following careful study by the President, the Administration and the Board of Trustees of Brandeis University after consultation with social welfare authorities.

## Program

The aim of the School is threefold:

1. To train a carefully selected group of professional social workers and new entrants in the social welfare field for policy, planning, administrative, teaching and research positions in the social welfare field.
2. To develop research opportunities where social welfare scholars may follow intensive study in areas which hold promise of making a significant contribution to social welfare theory and practice.
3. To conduct a variety of community service activities including seminars, institutes, community and social agency consultation, and related programs and activities.

## Focus of the School's Program

The special focus of the School's educational program is on Social Policy, Social Planning, Social Administration and Social Research. This focus was selected after careful review of higher education in the social welfare field. This review highlighted the fact that the resources available for educating persons for practitioner roles were far more developed than the resources available for educating persons for policy, planning, administrative, research and teaching positions in social welfare.

## The Research Center

The Research Center of The Florence Heller Graduate School for Advanced Studies in Social Welfare, which is currently engaged in eighteen research projects, is an essential facility in realizing the objectives of the School both in research training and in the production of needed knowledge related to social welfare problems.

The Research Center is a resource for faculty members through which they may channel their individual research, and provides an opportunity for students to learn to conduct research through participation in on-going research projects. The projects include grants from the Federal government, private and public foundations and agencies. All of the faculty are engaged in one or more projects and the staff includes full and part-time project directors with training in social welfare, social science and medicine.

## Educational Programs

The School has two basic educational programs.

1. The Doctoral program for experienced social welfare practitioners leading to the degree of Doctor of Philosophy.
2. The Pre-Doctoral program for students without prior professional experience leading to the degrees of Master of Social Welfare and Doctor of Philosophy.

## Educational Objectives—Doctoral Program

Students who are experienced social welfare practitioners are expected to bring to their doctoral study the background and understanding which come from professional training and from practice in social welfare programs. The task of the doctoral program is two-fold: to help the student refine and deepen his understanding of his particular field of practice and to acquire the research skills through which he can contribute to the body of knowledge in his field;

and to help the student attain a broad perspective on social welfare services in modern society and on the major policy issues confronting social welfare programs.

The doctoral program involves considerable variation among students in their career goals, ranging from scholarly careers to administrative careers in social welfare organizations. For this reason substantial opportunity is provided for selection of areas of concentration. The program is designed to permit a great deal of flexibility and individualization of each student's training, in consonance with his background, interests and future goals.

Students without social welfare experience will be enrolled in the pre-doctoral program.

## The Pre-Doctoral Program

The basic aim of the pre-doctoral program, leading first to the M.S.W. and then to the Ph.D. degrees, is to prepare trained social workers for entry into community organization and social planning roles in a staff, administrative or research capacity within the broad field of social welfare.

## Degrees Offered

The School offers two degrees, Master of Social Work and Doctor of Philosophy. Students with a Master's degree who successfully complete a full year's work in residence (at least 20 credits) may apply for an Advanced Certificate in Social Welfare which will constitute recognition of one year's work beyond the Master's degree.

## Admissions

Individuals wishing to be considered for admission should obtain formal application blanks from the Director of Admissions. The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. Applications should be completed and returned as early as possible but in any case no later than February 1 for the following September. Students are admitted only in September.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. All pre-doctoral and many doctoral applicants are asked to submit results from the Graduate Record Examination aptitude tests, or from the Miller Analogies Test. Personal interviews may be arranged between the applicant and a representative of the School.

## Admission Procedure

All applications are considered on a competitive basis. The number of students who can be admitted each year is limited so that the School may operate effectively. Consequently, admissions must sometimes be denied to qualified persons. Admissions decisions will be made not later than April 1.

## General Requirements for Admission

Admission to the School is based upon the following requirements:

### A. Doctoral Program

1. A Master's degree, either Master of Arts or Master of Social Work from a recognized school of social work, or its equivalent, and evidence of capacity for advanced academic work.
2. Personal qualifications including satisfactory and successful professional experience in the field of social work which will demonstrate the applicant's capacity to hold successfully a position of social welfare leadership as an administrator, consultant to an administrator, social planner, social researcher, teacher, or in some other high level or executive capacity in the social welfare field.
3. Specific interest in pursuing a career in social welfare in the areas of concentration of the School.

### B. Pre-Doctoral Program

1. A recently received A.B. degree or equivalent.
2. A grade-point average of 3.0 (B), or better.
3. Evidence of broad social concerns.
4. Satisfactory results in the Graduate Record Examination aptitude test or on the Millers Analogies Test.

*Humanities Complex*



## Requirements for Doctoral Program

All candidates for the degree of Doctor of Philosophy, admitted to the Doctoral Program (A above) are required to complete the following:

1. Thirty-six hours of classroom work generally balanced among the areas of social welfare practice (i.e. planning, administration); social science theory; and social research. SW 201 is required of all students. Other courses are selected by the student in consultation with his adviser. (Note: SW230 and 231 are prerequisite to all other research courses; SW 240 to all other planning courses; SW 210 to social science courses with a sociological orientation.) Students may be excused from prerequisite courses by examination or other evaluation. In no case may the total hours of course work actually taken fall below 30.
2. A reading knowledge of one foreign language. The language chosen must be approved by the student's faculty advisor. Preferably, the language chosen shall be the language of the country in which the student has specialized as set forth below.
3. Knowledge of a foreign country, e.g., a student specializing in social security would be expected to know the social security program not only of the United States, but of one foreign country.
4. Qualifying written examinations are given at the end of the first year. Satisfactory performance on these examinations constitutes the primary basis for a student's admission to candidacy for the degree. These examinations are focused on:
  - a. Social policy in the social welfare field.
  - b. Concepts of social and behavioral sciences relevant to social welfare.
  - c. Research methods in the field of social welfare including statistical concepts.
  - d. Concepts, structures, and processes of community planning for social welfare.
  - e. Examination in the field of social work as currently practiced in the United States, including knowledge of the most recent literature.
5. Oral examinations during the second year demonstrating successful integration of all aspects of the training program as well as knowledge in depth in the areas of concentration.
6. Completion of a dissertation.

### *Requirements for Pre-Doctoral Program*

All candidates for the degree of Master of Social Work, admitted to the pre-doctoral program, are required to complete the following at a satisfactory level:

Forty-eight hours of course work (this includes 16 courses with concurrent course-related field instruction) and two blocs of field instruction, normally completed during the summer following the first and second year. A typical course is set forth in the next section. Provision may be made for exemption from any course on the basis of examination or other evaluation.

The specific post-master's requirements for the degree of Doctor of Philosophy through the pre-doctoral program are now being developed.

Typical course requirements for Pre-Doctoral Program:

First year: SW 261; 268, 269, 272, 273, 274, 285, 286.

Second year: SW 262; SW 263 or 264, *one* of SW 275, 276, 277; *two* of SW 232, 280, 281, 331, 335, 337, 339, 352; *two* of SW 211, 213, 290, 291, 292, 295, 334, 391; one free elective from any of above plus other courses offered.

Students may take an additional elective in any semester, including course offerings listed, tutorials, independent work or courses at other institutions.

## Joint Program with Lown Center for Contemporary Jewish Studies

The Florence Heller Graduate School for Advanced Studies in Social Welfare offers a special doctoral program in cooperation with the Lown Center for Contemporary Jewish Studies. This program is designed for persons interested in careers at the executive level in areas of Jewish communal service such as family and children's service, aged programs, medical care, vocational service, Jewish education, community relations, Jewish Center work, or Jewish community organization.

Candidates must have obtained a Master's degree in either social work, education, or a relevant academic discipline.

The joint program of The Florence Heller Graduate School and The Lown Center for Contemporary Jewish Studies calls for two years of residence, completion of qualifying examinations and language requirements and a dissertation on a subject relevant to Jewish communal service. It will eventuate in a Doctor of Philosophy degree. Courses will cover Jewish history and institutions, the sociology of American Jews and Jewish community organization, as well as the standard requirements of The Florence Heller Graduate School in social policy, social theory, social research, community planning and administration.

## Tuition and Fees

### Tuition

All full-time students will pay the regular tuition fee of \$2,100 per year, the same tuition fee required of all students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition the Dean of University Finance for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

### Diploma Fee

All candidates for degrees are charged a \$250 Graduation and Diploma fee, payable prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the dissertation through University Microfilms, Inc., and rental of the cap and gown for graduation.

## The University Health Program

The Medical Director and his staff supervise the physical welfare of students, including the establishment and enforcement of infirmary regulations.

Students are responsible for meeting all requirements of the Health Office and for submission of a health examination report which is mailed to the student at the time he is accepted for admission. The health examination report includes a certificate of inoculation against smallpox, evidence of tetanus immunization and, if possible, complete immunization against poliomyelitis. Since students are not permitted to register until these requirements have been satisfied, it is strongly recommended that the health examination report be submitted at least two months before registration.

### Insurance Coverage

**University Student Health Plan:** Payment of the mandatory University Student Health Plan fee of \$56.52 entitles the student to utilize the facilities of the Health Office during the academic year and to participate in the benefits of the Health Insurance Program.

The Health Insurance Program helps to defray expenses for treatment beyond the scope of the Health Office. A brochure outlining the details of this program is distributed to each student at registration. Students are ur-

gently requested to read this brochure. It should be noted here, however, that coverage is not provided for pre-existing conditions, extraordinary cases, psychiatric treatment, optical and dental services or special materials.

Within the limitations of the Health Insurance Program, fees of outside doctors and hospitals will be processed for payment only when consultations or hospitalization have been authorized by the University Health Office in advance on a form provided for this purpose. The University is not responsible for off-campus medical and hospital care sought by students or their parents on their own initiative, or for outside care or consultation which has been recommended but not authorized by the Health Office.

A waiver of the Health Insurance Program coverage only and a rebate of \$26.52 may be granted upon presentation by the student of a statement from his insurance company which certifies that similar coverage is in effect. This statement must be presented at the time of registration or the student will be included automatically under the University Student Health Plan and will be billed \$56.52.

Although the health services offered at the University's Stoneman Infirmary are not extended to dependents of students, insurance coverage is available for the following additional fees:

Dependent spouse and children of insured student: \$46.44

*Waltham Group Tutorial Project*



## Chairs

*Maurice B. Hexter Chair in American Philanthropy* (1961) Established by the friends and associates of Dr. Maurice B. Hexter of New York City in tribute to his long career of public service and Jewish communal leadership. The current incumbent of the Chair is Dean Charles I. Schottland.

*Milton Kahn Chair in Community Organization* (1959) Established through contributions by hundreds of friends and admirers of a distinguished community leader, and an emeritus member of Brandeis' Board of Trustees, in tribute to a lifetime of leadership. The Chair is occupied annually by a distinguished visiting lecturer.

*The Henry Kaufmann Fellowship in Group and Community Development* (1964) A senior fellowship to underwrite a faculty member teaching group and community development at the Florence Heller Graduate School has been established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz and Samuel Lemberg of New York.

*Meyer and Ida Kirstein Chair in Social Planning and Administration* (1966) Established by Meyer Kirstein of Boston, Massachusetts, for the study and training of communal leaders. The incumbent of the Chair is Herbert H. Aptekar.

*Nathan Manilow Chair in Community Planning* (1956) A grant of \$100,000 for the study of community and regional planning. Established in honor of Mr. Nathan Manilow of Park Forest, Illinois, by his associates, American Community Builders, Inc. Incumbent is David G. French.

*John Stein Chair in Human Rehabilitation* (1961) Established by Misses Kate, Laura and Harriet Stein of Fort Worth, Texas, and New York City in loving memory of their brother, John, to support teaching and research programs in human rehabilitation. The current incumbent of the Chair is Violet M. Sieder.

*Young Men's Philanthropic League Chair in Gerontology* (1960) Established by the Young Men's Philanthropic League of New York City, through annual allocation to support the teaching and research programs in gerontology. The current incumbent of the Chair is Robert Morris.

## Endowments, Fellowships and Loan Funds

The University has loan funds, and information can be obtained concerning them upon inquiry. Tuition fellowships and graduate fellowships are available. Information may be secured from the Dean of the Heller Graduate School.

The Heller School administers traineeships from a number of Federal agencies. For the doctoral program, stipends are available from the National Institute of Mental Health, the National Institute of Child and Human Development, and the Division of Chronic Diseases of the U.S. Public Health Service, Department of Health, Education, and Welfare; the Department of Housing and Urban Development; the U.S. Children's Bureau, the Rehabilitation Administration, and the Administration of Aging of the Social and Rehabilitation Services, Department of Health, Education, and Welfare. The School awards these stipends to qualified students. In all cases, the acceptance of the grant implies a general career interest in the field of the grant (e.g. mental health, child welfare, etc.). A student accepting a grant should be prepared to focus at least some of his term papers and probably his dissertation in an area related to the program supported by that grant. Certain programs, in particular those in medical sociology, mental retardation and social gerontology, require some specific courses to be included in the student's program.

For the first two years of the pre-doctoral program, stipends are expected to be available from the Children's Bureau, Rehabilitation Administration, Administration on Aging, and Housing and Urban Development. The Master's level stipends are normally at a lower level than the doctoral stipends. All of the above listed stipends include tuition and an additional payment directly to students.

In addition to these traineeships and such fellowships as may be available through governmental and private sources, the special stipends listed below are awarded by the School.

Holders of fellowships are expected to devote full time to their academic work. Under special circumstances, doctoral level fellowship holders may accept employment during the first year of not more than one day a week on activities related to the student's academic program. During the second year, fellowship holders may work up to three days a week, providing their employment is related to their dissertation research, and providing the employment falls within the terms of the particular stipend.

*Benjamin and Bertha Daitzman Loan Fund (1959)* Established by the family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their golden wedding anniversary, and in recognition of their devoted and continuing services to refugees and all others in need, available to graduate students in social welfare.

*Mollie Goldberg Memorial Fellowship Endowment (1963)* Established as a memorial tribute by Isadore J. Goldberg of Chicago and Milton D. Goldberg of Glencoe, Illinois. The income will be used to provide an annual fellowship for a deserving student in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

*Edward Hano Fellowship* (1958) Established by his wife and members of the family as a tribute to the late Edward Hano of Granby, Massachusetts; income to provide supplementary fellowship assistance to gifted students pursuing graduate work in social welfare.

*The Herman Muehlstein Foundation Fellowship* (1966) Established by The Herman Muehlstein Foundation, Incorporated, to support a student with administrative experience in the Community Center field for training in Social Administration.

*Rabbi Solomon Scheinfeld Fellowship Endowment* (1959) Established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a memorial tribute to Mr. Scheinfeld's distinguished father; the income to be used for fellowship assistance to gifted students, preferably from greater Milwaukee or Wisconsin, to pursue graduate study in social welfare.

*Lucy Seclow Service Fund* (1965) Established by Edith Seclow Eger and Richard S. Seclow in memory of Lucy Samuel Seclow, to augment the resources of a graduate student interested in the field of child adoption.

*Joseph F. Stein Foundation Fellowship in Social Welfare* (1959) Established by Mr. Joseph F. Stein of New York City for fellowship study in the field of social welfare.

*Lillian Himoff Tiplitz Service Fund* (1961) An annual contribution, in memory of Lillian Himoff Tiplitz, to augment the resources for assisting graduate students in the field of mental health.

*Leon G. Winkelman Fellowship Endowment Fund* (1959) Established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

## Housing

Graduate housing is not available on campus. The Housing Office serves as a clearing house for homes, rooms and apartments in Waltham and nearby Greater Boston communities.

## Auditing Courses

The privilege of auditing courses without fee is extended to all students of The Florence Heller Graduate School for Advanced Studies in Social Welfare. The courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor and from the Dean of The Florence Heller Graduate School.

## School Facilities

The School is housed in newly-completed facilities composed of two buildings—the Benjamin Brown Research Building and the Florence Heller Building. These buildings contain classrooms, faculty offices, student offices and research facilities. The buildings are devoted entirely to the activities of the School and its Research Center. It is located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University.

## Dismissal from the University

The University reserves the right to dismiss or exclude at any time students whose conduct or academic standing it regards as undesirable, and without assigning any further reason therefore. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for such exclusion.

## Curriculum

The curriculum of the School is designed to provide doctoral and masters candidates with a broad background in social policy and social research as well as to lay a foundation for the student's intensive study of his particular field of interest. All courses (except tutorial) will be of the seminar type.

The academic year is divided into two semesters.

Fall Semester: September 16, 1968, through January 30, 1969.

Spring Semester: February 3, 1969, through May 22, 1969.

The number of credits for each course appears in parentheses immediately after the course title. The semester in which a course will be given appears in Roman numerals immediately after the credit designation. All courses in the 200 series are first-year courses; all courses in the 300 series are second-year courses, some of which are open to first-year students with special permission of the instructor. Courses between numbers 261 and 300 are specifically designed for the first two years of the pre-doctoral program.

Courses not scheduled for a particular term will be available on a tutorial basis or may be offered as a specially scheduled seminar if there are sufficient students.

For the doctoral program, a minimum of thirty hours in residence beyond the master's degree is required for graduation. A plan of study is developed for each student which is based upon his previous training and experience and his choice of a major area for concentration.

**SOCIAL WELFARE 201. Historical and Contemporary Developments in Social Policy. (4) I.**

A review and orientation course of the basic social policy problems affecting the field of social work. Background, history and developments of current social policy issues with particular emphasis on issues in the field of social security, public welfare, mental health, medical care, vocational rehabilitation and international social work. A review of recent economic, social and demographic trends as they affect social policy questions and solutions. Recent changes and long-term trends in the organization of social services. The important questions in the political arena affecting social insurance and public welfare programs. Public-voluntary agency roles and relationships. Basic issues and problems around the status of social work as a profession. A forecast of the most important issues likely to arise in the near future affecting social work practice.

*Mr. Schottland*

**SOCIAL WELFARE 210. Sociological Concepts. (3) I.**

A survey of current concepts and theoretical positions in sociology. The course will review the historical development of sociology, the relationship of sociology to the other behavioral sciences and the relevance of sociological concepts and theories for the field of social welfare.

*Mr. Miller*

**SOCIAL WELFARE 211. Community Analysis. (3) I.**

An analysis of the social organization of the community and the structural variations within it. Particular emphasis will be given to the political, economic, occupational and ethnic characteristics of American urban communities. Special consideration will be given to the health and welfare system of the community.

*Mr. Warren*

**SOCIAL WELFARE 212. Theory and Research in Formal Organizations. (3) II.**

An analysis of selected theories of organizational behavior with reference to social welfare institutions. Special attention will be given to problems in applying general organizational theory to current principles of planning, organizing and administering social welfare agencies.

*Mr. French*

**SOCIAL WELFARE 213. Social Psychology. (3) I.**

A presentation of concepts and problems of social psychology focusing initially on the individual and subsequently on the group as the unit of analysis.

*To be announced*

**SOCIAL WELFARE 215. Urban Politics in the United States. (3) II.**

An examination and analysis of government, politics and policy development in urban America; the position of the city in the Federal system; municipal finance and the classic service functions of local government; the era of "bosses," "machines," and Progressive reform; modern forms of city government; the contemporary nature of city politics; the patterns through which community issues are resolved; and, the problems of metropolitan areas and the various methods being used in an attempt to cope with them. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas and the functions of professional planning in a pluralistic political system.

*Mr. Binstock*

SOCIAL WELFARE 216. Community Planning and Development in Foreign Countries. (2) II.

The goals, structures and processes of community development programs in Asia, Africa, the Near East and Latin America. The coordinating activities of the United Nations and its specialized agencies. Implications for community organization in the United States.

*Messrs. Aptekar and French*

SOCIAL WELFARE 217. Economic Approaches to Social Welfare. (3) I.

The relationship of economic analysis to the problems of social welfare policies and institutions, the analytic tools of economics. Emphasis will be placed on problems of income distribution, unemployment and the notion of economic efficiency.

*Mr. Rosenthal*

SOCIAL WELFARE 218. Social Theory and Social Welfare. (3) II.

An integration of selected social theories to actual practice in social welfare. The course will assist in preparing for the written qualifying examinations at the end of the first year.

*Mr. Aptekar*

SOCIAL WELFARE 230. Research Methods. (0) I.

A survey of methods applicable to research in the field of social welfare. The course includes a consideration of the assumptions underlying social research methods and the development, implementation and execution of research designs. Various research approaches will be examined and technical procedures described, including questionnaire construction, interviewing, content analysis, scaling, participant observation, small group analysis and the use of punch-card equipment. Administrative policies, personnel arrangements, estimation of costs, and the reporting of research will be discussed, as well as some of the special problems of applied and action research.

*Mr. Schooler*

SOCIAL WELFARE 231. Statistical Ideas in Research. (0) I.

An analysis of the uses of statistics in social research and the assumptions underlying statistical procedures. The first part of the course covers descriptive statistics, and the second examines the use of statistics in drawing inferences. Although the course is directed primarily at providing an understanding of the logical basis of statistical analysis and the potentialities and limitations of statistical methods, students will become familiar also with the technical procedures of applied and action research.

*Mr. Kurtz*

SOCIAL WELFARE 232. Methods of Social and Economic Research in Medical Care. (3) I.\*

This course will consider the utility and application of sociological, economic and epidemiological methods. Problems of measurement, design and analysis will be examined as well as the practical problems in implementing studies in the field of medical care.

*Mr. Freeman*

SOCIAL WELFARE 240. Introduction to Social Planning. (3) I.

This course is designed to give students a basic understanding of the evolution of theories of practice, organizational trends, and current issues in the field of social welfare planning. Theories from related fields, such as sociology, psychology, and political science will be examined as they contribute to the building of theory

\* Not to be given in 1968-69.

for use in community organization and planning practice. An introduction to contemporary planning theory will consider newer concepts in methods and their use in professional intervention to influence change. Application of theory will be made to typical community planning problems.

*Mr. Kravitz*

**SOCIAL WELFARE 241. Theory and Research in Social Welfare Planning.  
(3) II.**

Review and critique of recent attempts to develop practice theory in community organization and social planning, as applied to the field of social welfare. Theories will be examined in relation to available research findings. Issues of problem identification and research methodology will be discussed. Prerequisites: S.W. 240 or experience in social welfare planning.

*Mr. Perlman*

**SOCIAL WELFARE 242. Methods in Planning for the Mentally Retarded  
and Other Disabled Persons. (2) II.**

This seminar amplifies general concepts of planning relevant to disability. Utilizing recent examples of national and state planning concerned with disability and rehabilitation, the seminar will analyze the conceptual framework as well as the suggested methods for implementing plans.

*Mr. Dybwad*

**SOCIAL WELFARE 260. Changing Concepts of Welfare Administration.  
(3) II.**

This course is designed to give experienced social workers a basic grounding in current theories of administration having application to the organization and operation of health and welfare agencies. It will make special reference to problems stemming from rapidly changing social conditions, including ways of structuring the delivery of services, personal shortages and the employment of indigenous aides and new sources of financing. Theories of organization and human relations will be brought to bear on an examination of the role of the executive, staff, board, and constituents in policy-making, developing program goals, designing organizational structure and discharging management functions. Attention will be given to the process of mediating between the organization and the environment in terms both of internal management adaptations and methods for influencing change in community resources.

*To be announced*

**SOCIAL WELFARE 261. History and Present Tasks of Social Welfare.  
(3) I.**

A basic orientation course outlining the present status of social welfare programs in the United States and the historical development of these programs as related to broad socio-economic and cultural trends. Background of intervention methods in the social situation and social structure. The development of social work as a profession. Recent changes and long-term trends in the organization of social services, public voluntary agency relations and growth of social work under government auspices.

*Mr. Dybwad*

**SOCIAL WELFARE 262. Political Foundations of Social Welfare Policy  
(1969-1970).**

An examination of the processes through which social welfare policies emerge as outputs of the American political system. Various facets of American government will be studied both as distinct subsystems and as the total political system. Illustrations of the emergence of social welfare policy will be used throughout the course.

*Mr. Binstock*

**SOCIAL WELFARE 263. Economic Aspects of Social Policy (1969-1970).**

The basis and relevancy of economic decision-making in the determination of social welfare policy. Description of the economic structure of society and of the objectives of social welfare activities. Economic aspects of social welfare policies. Application of principles of economic analysis to decision-making in social welfare programs.

*Mr. Rosenthal*

**SOCIAL WELFARE 264. Urban Economics (1969-1970).**

This course will focus on the economic system in the urban community and on the economic behavior of urban dwellers. It will examine the impact of the economic system on the individual and family including various patterns of consumer behavior, the relationship between consumer expenditures and communal ones, and the relationship of the economic system to other systems in the urban community.

*To be announced*

**SOCIAL WELFARE 265. SUMMER FIELD INSTRUCTION (A block placement following the first academic year). (6) I.**

An experience designed to enhance the student's ability to move into an unfamiliar situation, learn something about its dimensions and develop a useful role within a short period of time. Settings will be used which broaden the student's exposure to social problems; for many students, this will be a non-urban setting.

*Mrs. Turner, Faculty and Staff*

**SOCIAL WELFARE 266. SUMMER FIELD INSTRUCTION (The block placement following the second academic year of pre-doctoral study). (6) II.**

This placement will be in the area of administration and policy making. Students will typically be placed in "administrative assistant" positions with relatively highly placed administrators in public (primarily federal but also state and large city) and large voluntary agencies.

*Mrs. Turner, Faculty and Staff*

**SOCIAL WELFARE 268. Theory and Content of Social Planning and Community Organization. (3) I.**

The course will introduce students to the field of community organization and planning by viewing current issues of structure, process and method in terms of the historical development of theory as it applies to basic types of practice arenas.

*Mr. Perlman*

**SOCIAL WELFARE 269. Methods in Social Planning and Community Organization. (3) II.**

The course will be concerned with methods and techniques for the solution of social problems. It will deal with the role of the practitioner, models of professional practice and the development of technical skills. The techniques and methods will draw from experience in public health, community development, agricultural extension, and political action. The student will be required to relate abstract conceptual material to the solution of practical problems.

*Mr. Kravitz*

**SOCIAL WELFARE 272. Research Methods in Social Planning and Community Organization. (3) II.**

This course provides a survey of research methods and approaches utilized in

planning and community organization. Areas covered will include community studies, administrative investigations, evaluative research and the development of social and economical indicators. The design and implementation of studies will be considered and their application to practice examined. The course will also consider the philosophical and ethical issues in applied and social policy research.

*Messrs. Freeman and Kravitz*

**SOCIAL WELFARE 273. Social Work Intervention at Individual and Family Level as Relevant to Social Planning and Community Organization. (3) I.**

An analysis of the provision of individual help within the context of different social welfare settings. Inter- and intra-agency relationships in the light of their effects on service provisions. Emphasis on the relationship between social welfare organizational systems and family systems. Implications for community organization and planning practice.

*Mr. Scott*

**SOCIAL WELFARE 274. Social Work Intervention at Small Group and Neighborhood Levels as Related to Social Planning and Community Organization. (3) II.**

An analysis of small group processes and their implications for social work intervention. History of social group work, theoretical knowledge and practice wisdom guiding group work intervention, realities of actual practice. *Mr. Kolodny*

**SOCIAL WELFARE 275. Urban Development and Community Organization (1969-1970).**

The organizing focus for this course is the local community or urban region, and practice in settings which relate social and physical environment. It will deal with the social components in urban development including: the relevant population groups (especially those at special risk), programs and systems of programs for social intervention, a critique of their functioning, decision-making and implementation strategies addressed to urban social problems.

*Mr. Gurin*

**SOCIAL WELFARE 276. Social Welfare Policy and Planning (1969-1970).**

The organizing focus for this course is the national community and planning in settings which relate social and economic factors in national social development. It will deal with social components receiving attention at the national scene, including relevant definitions of: population groups; national systems of programs, linked to state, regional, and local components, for social intervention; decision-making and implementation strategies. Case material will be drawn from three substantive area concentrations: life cycle, social deprivation and medical care, but limited to national illustrations.

*Mr. Morris*

**SOCIAL WELFARE 277. Methods of Social Welfare Administration (1969-1970).**

The course, Social Welfare 269, is a prerequisite to the course in Methods of Social Welfare Administration. The methods to be included in this course are: organizing, directing, supervising; intra and extra organizational communications; paid and volunteer personnel operations; inter-organizational referral and exchange procedures; budgeting and fund-raising, and methods of social and political action.

*Miss Sieder*

**SOCIAL WELFARE 280. Evaluative Research. (3) I.**

Special problems and opportunities of evaluative research. Researcher-practitioner role relationships; problems of entry and legitimization; formulation of questions and hypotheses; design considerations in natural social settings; problems of sampling and generalization; measurement problems, data collection and analysis, etc. Impact of research processes and research findings on social system studies, effective feed-back, maximizing of "positive" effects and minimizing "negative."

*Mr. French*

**SOCIAL WELFARE 281. Measurement of Social and Economic Needs and Resources (1969-1970)**

This course will examine the development of indicators at both the local and national level. The problems of measurement and conceptualization of human needs and resources will be described. The methods of statistical analysis relevant to the measurement of needs and resources and to their utilization will be identified. The utility of existing and projected measures for practice and intervention will be discussed.

*To be announced*

**SOCIAL WELFARE 285. Human Behavior and Social Environment I:  
Basic Behavioral Concepts. (3) I.**

An examination of behavioral concepts which have special applicability in community organization and planning. The behavior of individuals as givers and recipients of service will be analyzed as well as that of groups in organizations, communities and societies. Field experiences of students will be used illustratively.

*Messrs. Aptekar and Papajohn*

**SOCIAL WELFARE 286. Human Behavior and Social Environment II. (3) II.**

The course will cover "normal" growth and development of the individual; physiological, psychological, and social, and the obstacles to normal development and functioning arising from social deprivation and illness. Exploration of a variety of theoretical perspectives and their implications, critical review of relevant research. Strong emphasis on planning implications. *Mrs. Turner and Mr. Freeman*

**SOCIAL WELFARE 290. Approaches to Social Problems. (3) I.**

A "problem" approach to the social welfare issues involved in social change can serve to introduce the student to broad areas of concern and summarize some of the policy and action implications these have for social work.

*Mrs. Ecklein and Mr. W. Jones*

**SOCIAL WELFARE 291. Effects of Ethnicity on Human Behavior. (3) II.**

A review of concepts of culture, subcultures, life style, socialization, values, acculturation. A view of ethnicity and social class and their interaction as subcultures, and as variants in access to resources and opportunity. Intensive studies of selected groups, with review of the research literature, with analysis of intra-group variation as well as modal tendencies; change dynamics within groups as well as response to interventive efforts; inter-group relationships, conflicts, cooperation.

*Mr. Papajohn*

**SOCIAL WELFARE 292. Socio and Psychopathology. (3) II. (1969-70)**

Psychopathology and interpersonal dysfunctioning, conceptualizations of men-

tal health, mental illness, social functioning, etc. Cross-cultural and sub-cultural variations in psychopathology. Social pathologies (e.g. discrimination) and effects on individual functioning.

*Mr. Spiegel*

**SOCIAL WELFARE 295. Advanced Behavioral Studies (1969-1970).**

Students will engage individually or in groups in systematic exploration and analysis of samples of human behavior focussed consistently on individual participants and the social context in which they interact. The investigations will be designed to enable students to: make connections between abstractions of human phenomena and concrete sample of behavior, to re-examine the abstraction, and to integrate abstractions from social, psychological, and biological theories by observing the interaction of forces in concrete behavior samples.

*Mr. Gil*

**SOCIAL WELFARE 331. Administrative and Operational Research. (3) II.**

This seminar will deal with the research component of the administrative process as an instrument for problem solving, decision making, planning and policy formulation. Selected issues will be reviewed including service accounting systems, cost benefit analysis, program-planning-budgeting-systems, quality control, staffing patterns, client and population analysis, program evaluation, etc.

*Mr. Gil*

**SOCIAL WELFARE 332-333. Research Internship. (2, 2) I, II.**

A guided research experience in which the student participates in the steps involved in formulating a problem for research, developing a research design, gathering and analyzing data and developing a research report. Internships are under the guidance of faculty members and of research associates in the Social Welfare Research Center and are organized around research that is underway in the School.

*Faculty and Research Associates*

**SOCIAL WELFARE 334. Social, Physiological, and Psychological Processes in Adulthood and Old Age. (3) II.**

This seminar will draw upon theoretical knowledge, research, and accumulated experience in the various aspects of aging. Among the topics to be covered are: The social setting, age status system and age grading, the role of work and play, biological changes in mid and old age, personality processes, psychology and sociology of death, psychopathology, the social problems involved in medical advances and successful aging.

*Mr. Hink*

**SOCIAL WELFARE 335. Analysis of Survey Data. (3) I.**

An examination of the design and conduct of survey research. Various quantitative approaches will be examined and their application discussed. Technical procedures in survey research and the analysis of secondary data will be considered. Part of the course will be conducted as a laboratory, and students will undertake such operations as schedule construction, coding, machine tabulation, and report writing.

*Mr. K. Jones*

**SOCIAL WELFARE 337. Selected Topics in Research Methods. (3) II.**

The course will focus on the application of quantitative techniques to the evaluation of social action programs. Special attention will be given to the various statistical models and to the use of the digital computer for data analysis.

*Mr. Freeman*

**SOCIAL WELFARE 338. Population and Human Ecology. (3) I.\***

An exploration of the theoretical bases involved in the demographic transition from pre-modern to modern conditions of fertility, mortality and rate of population growth. Emphasis will be given to the actual demographic history of the component parts of the Western World and Japan, together with coverage of the population control programs in underdeveloped nations. In addition, the work and research of leading human ecologists, such as Amos Hawley, will be studied and integrated with demographic thinking. The course will also provide an introduction into various techniques of demographic analysis, such as life tables, standardization systems, crude and age-specific rates, cohort fertility and censuses.

**SOCIAL WELFARE 339. Field Methods in Research. (3) II.**

The course will discuss social research problems which do not lend themselves to examination by quantitative methods. A particular concern will be with the analysis of data obtained by participant and other observational techniques. All students will be expected to attempt data collection in the field by means of a technique of their choice.

*To be announced*

**SOCIAL WELFARE 340. Governmental Social Welfare Programs. (2)\***

Basic issues and policy problems in public assistance, public child welfare and Federal, state and local organizations and relationships. The financing of public welfare; relationship among various public welfare programs; social insurance versus public assistance; specialized public welfare services versus generalized services; role of public versus voluntary agencies.

*Mr. Schottland*

**SOCIAL WELFARE 341. Tools of Social Welfare Planning. (3) I.**

Analysis of alternate techniques used in social planning. Various survey methods, systems analyses, cost benefits analyses, program planning and budgeting methods, and analysis of census data will be considered from the viewpoint of their value in specific phases of the planning process. Problems of articulating social phenomena in quantitative and measurable units will be reviewed. Consideration will be given to improving available tools and making their use more precise.

*Messrs. Morris and Callahan*

**SOCIAL WELFARE 344. The Aging in Modern Society. (2) II.**

A review of the newly created issues confronting society as a result of the rapid growth in the aged population, economic provision for widespread retirement and the extension of retirement life expectancies. The impact of an aging population upon social organization of health and welfare services will be reviewed with emphasis given to selected policy issues; patterns of organization in the United States and in Western Europe, with stress upon policies for dealing with the conflict of specialized versus generalized services. Development of institutional versus non-institutional methods of care. Basic policy issues in services for the aging.

*Mr. Biustock*

**SOCIAL WELFARE 349. Urban Planning and Social Policy. (3, 6) I, II.**

Interdisciplinary approaches to policy determination and planning for urban problems, drawing on methods of: (a) city and regional planning; and (b) social

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\* Not to be given in 1968-69.

welfare planning. Definition of urban problems as seen in the framework of each discipline, and identification of promising areas for collaborative planning. The term's work will focus on developing and evaluating techniques for dealing with selected problems in relocation planning, manpower training and urban renewal. Problems of objective data accumulation, analysis and application to current urban problems, such as segregation and poverty, will receive special attention in practicum research projects. Other problems to be considered for selection and treatment are the differential functions of metropolitan neighborhoods, economic, social and ethnic differentials in population requirements, the improvement of the urban environment and planning for a mobile urban population. (Offered jointly with the Department of City and Regional Planning, Massachusetts Institute of Technology.)

Mr. Austin

**SOCIAL WELFARE 351. Community Mental Health. (3) II.**

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.

Mr. Scott

**SOCIAL WELFARE 352. Advanced Statistics. (3) II.**

This course covers analysis of variance, analysis of covariance, multiple regression, complicated sampling procedures and model building. It emphasizes the logic guiding the application of complex statistical techniques to a variety of social science questions. (Prerequisite SW 231, Statistical Ideas in Research)

Mr. K. Jones

**SOCIAL WELFARE 353. Dissertation Methodology. (1) I, II.**

A seminar for second-year students who have selected a dissertation topic or an area of interest and wish to explore the research methodologies, statistical measures and data processing techniques that might be useful in completing their studies. Attention will be given to defining the dissertation problem operationally with respect to its practical feasibility.

Mr. W. Jones

*Heller students and faculty examining Skittles game following tour of Appalachia*



**SOCIAL WELFARE 360. Advanced Administration. (3) II.**

A seminar devoted to development of principles and theory of administration with specific reference to social welfare organization. Consideration of theories of organizational behavior and of administrative process will be undertaken as a backdrop for the analysis of administration in social welfare. The special conditions imposed by the type of service administered, governmental or voluntary sponsorship, the locus of the service in an independent or a host agency, and the degree of professionalization of the personnel providing the service will be identified. The prospects for administration as a major area of practice in social work will be discussed.

*To be announced*

**SOCIAL WELFARE 370-371-372. Tutorial Courses. (Credit assigned by Instructor)**

By special arrangement, courses may be taken by individual students, under the supervision of a member of the faculty in special areas.

**SOCIAL WELFARE 374. Social Work and the Law. (3)**

Legal foundations for social welfare programs. Law as an expression of social purpose. Basic policy problems involved in programs of adoption, guardianship, public regulation and licensing of foster homes and institutions, marriage, divorce and separation, child support, special courts, probation and parole. The role of the legislative and judicial organs in establishing basic social policy. *Mr. Katz*

**SOCIAL WELFARE 376. Learning Theory and Teaching Method—****Seminar in Social Work Education. (3) I.**

A seminar for students who plan a career in social work education. Various types of learning theory will be presented and analyzed in terms of their implications for teaching in professional schools. *Mr. Aptekar*

**SOCIAL WELFARE 377. Seminar in Social Work Education. (3) II.****(Planned as a continuation of SW 376)**

Implications of learning theories for curriculum, field work, student advisement and various other aspects of social work education. Attention will be given to the specific content of courses in social policy, planning and community organization, and research. *Mr. Aptekar and Faculty*

**SOCIAL WELFARE 390. Social Organization of Medical Settings. (3) II.\***

This course will provide an analysis of the structural arrangements of medical practice and of medical settings. Problems of communication and role relationships among professionals and between patients and medical personnel will be examined. The impact of structures and role relationships on quality and quantity of medical care and on use of resources will be analyzed.

**SOCIAL WELFARE 391. Health, Community, and Society. (3) I.\***

An exploration into the interrelationships of the nature of society and societies on the existence and treatment of health and illness. Topics include: conceptions of health and illness, patient careers, and the place of social science in medicine.

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\* Not to be given in 1968-69.

**SOCIAL WELFARE 392. Seminar on Occupations. (3) II.**

Problems in the social organization of various professions and work systems, with special attention to the medical and health professions. The selection, recruitment, and training of these groups will be examined, and the strategic points in their careers will be considered.

*Mr. Miller*

**SOCIAL WELFARE 393. Demographic, Ecological and Economic Factors in Medical Care. (3) II.**

Analysis of the relevance of demographic, ecological, and economic factors in the structure and provision of health services. Current emphases in community health programs and medical care practice will be described and examined. The structure and provision of health services in other cultures will be considered and compared with those in the United States.

*Mr. Richardson*

**SOCIAL WELFARE 395. Field Work in Medical Settings. (Credits to be arranged)**

*Mr. Miller and Staff*

**OTHER COURSES**

Courses in other departments of the University are available to students in The Florence Heller Graduate School. In particular, relevant courses are available in the departments of Sociology, Anthropology, Politics and Economics.

If a particular student's program requires specialized work in an area of study which is offered by one of the many universities in the vicinity, arrangements will be made by the student's Faculty Advisor and through the Office of the Dean for such work to be undertaken at a neighboring institution.

*Institute on Gerontology*



*Florence Heller Graduate School for Advanced Studies in Social Welfare*

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The Board of Overseers of The Florence Heller Graduate School for Advanced Studies in Social Welfare is an advisory group of citizens and professional social workers who advise and counsel with the School and University officials on the School's program.

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*New York, New York*

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*New York, New York*

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*New York, New York*

## Instructional and Research Faculty

### Full Time

|  |   |
|--|---|
| Charles I. Schottland  | <i>Dean and Professor of Social Welfare</i>               |
| A.B., University of California, L. A.<br>( <i>on the Maurice B. Hexter Chair in American Philanthropy</i> )                |   |
| Herbert H. Aptekar   | <i>Professor of Social Work Education</i>                 |
| D.S.W., University of Pennsylvania<br>( <i>on The Meyer and Ida Kirstein Chair in Social Planning and Administration</i> ) |   |
| Gunnar Dybwad  | <i>Professor of Human Development</i>                     |
| J.D., University of Halle, Germany   |   |
| Howard E. Freeman  | <i>Professor of Social Research</i>                       |
| Ph.D., New York University   |   |
| David G. French  | <i>Professor of Social Work and Social Theory</i>         |
| Ph.D., University of Michigan<br>( <i>on The Nathan Manilow Chair in Community Planning</i> )                              |   |
| *Arnold Gurin  | <i>Professor of Social Administration</i>                 |
| Ph.D., University of Michigan  |   |
| Robert Morris  | <i>Professor of Social Planning</i>                       |
| D.S.W., Columbia University<br>( <i>on The Young Men's Philanthropic League Chair in Gerontology</i> )                     |   |
| John P. Spiegel  | <i>Professor of Social Psychiatry</i>                     |
| M.D., Northwestern University  |   |
| Roland L. Warren   | <i>Professor of Community Theory</i>                      |
| Ph.D., Heidelberg University, Germany  |   |
| Robert H. Binstock   | <i>Associate Professor of Politics and Social Welfare</i> |
| Ph.D., Harvard University  |   |

\* On Leave, Spring Term, 1968-69.



|   |  |
|---|--|
| James F. Cummins<br>M.D., Harvard University  | <i>Associate Professor of Medical Care</i>                                     |
| David G. Gil<br>D.S.W., University of Pennsylvania  | <i>Associate Professor of Social Welfare</i>                                   |
| Kenneth J. Jones<br>Ed.D., Harvard University   | <i>Associate Professor of Research</i>   |
| Wyatt C. Jones<br>Ph.D., New York University  | <i>Associate Professor of Research</i>   |
| Sanford L. Kravitz<br>Ph.D., Brandeis University  | <i>Associate Professor of Social Planning</i>                                  |
| Stephen J. Miller<br>Ph.D., Saint Louis University  | <i>Associate Professor of Medical Sociology</i>                                |
| Robert Perlman<br>Ph.D., Brandeis University  | <i>Associate Professor of Research</i>   |
| Arthur H. Richardson<br>Ph.D., Purdue University  | <i>Associate Professor of Research</i>   |
| Kermit K. Schooler<br>Ph.D., University of Michigan   | <i>Associate Professor of Research and Director<br/>of the Research Center</i> |
| *Violet M. Sieder<br>Ph.D., Brandeis University<br><i>(on the John Stein Chair in Human Rehabilitation)</i> | <i>Associate Professor of Community Organization</i>                           |
| Virginia H. Turner<br>D.S.W., Washington University   | <i>Associate Professor of Child Welfare</i>                                    |
| Joan L. Ecklein<br>Ph.D., Harvard University  | <i>Assistant Professor of Research</i>   |
| Douglas L. Hink<br>Ph.D., University of Chicago   | <i>Assistant Professor of Research</i>   |
| Herbert J. Hoffman<br>Ph.D., Boston University  | <i>Assistant Professor of Research</i>   |
| Norman R. Kurtz<br>Ph.D., University of Colorado  | <i>Assistant Professor of Research</i>   |
| John C. Papajohn<br>Ph.D., Boston University  | <i>Assistant Professor of Research</i>   |
| David M. Austin<br>M.S.S.A., Western Reserve University   | <i>Lecturer</i>  |

### Part Time

|  |   |
|--|---|
| Sidney S. Lee<br>M.D., Yale University                           | <i>Lecturer in Medical Care</i>                       |
| Harry T. Phillips<br>M.D., University of Cape Town, South Africa | <i>Lecturer in Public Health and Chronic Diseases</i> |

◦ On Leave, 1968-69.

|   |   |
|---|---|
| Leon Sternfeld<br>M.D., University of Chicago     | <i>Lecturer in Public Health and Medical Care</i> |
| John F. Scott<br>Ph.D., Brandeis University       | <i>Assistant Professor of Research</i>            |
| Everett C. Hughes<br>Ph.D., University of Chicago | <i>Professor of Sociology</i>                     |
| Gerald Rosenthal<br>Ph.D., Harvard University     | <i>Associate Professor of Economics</i>           |
| Morris Axelrod<br>Ph.D., University of Michigan   | <i>Senior Faculty Associate in Research</i>       |
| Nathan E. Sklar<br>M.S.W., Boston University      | <i>Lecturer in Health Services</i>                |
| Ralph L. Kolodny<br>M.S.S., Boston University     | <i>Lecturer</i>                                   |

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|                    |  |
|--------------------|--|
| Keitha H. Anderson | <i>Executive Assistant and Registrar</i> |
| Sarah D. Phillips  | <i>Executive Secretary</i>               |



**Research Center Staff—The Faculty and the following:**

|                                   |   |
|-----------------------------------|---|
| Ozzie G. Simmons, M.A., Ph.D.     | <i>Senior Faculty Associate in Research</i> |
| Helen MacGill Hughes, M.A., Ph.D. | <i>Faculty Associate in Research</i>        |
| Elizabeth K. Wickenden, A.B.      | <i>Faculty Associate in Research</i>        |
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| John W. Barkey, B.A., M.A.        | <i>Research Associate</i>                   |
| Mabel I. Brimlow, B.Sc.           | <i>Research Associate</i>                   |
| Walter L. Cogswell, M.S.W.        | <i>Research Associate</i>                   |
| Douglas C. Deeley, M.A., Ph.B.    | <i>Research Associate</i>                   |
| Mildred Guberman, D.S., M.S.W.    | <i>Research Associate</i>                   |
| E. Milling Kinard, M.A.           | <i>Research Associate</i>                   |
| Robert Macdonald, B.B.A., M.A.    | <i>Research Associate</i>                   |
| Barbara Marshall, M.S.W.          | <i>Research Associate</i>                   |
| Albert J. Olsen, B.A., M.S.W.     | <i>Research Associate</i>                   |
| Jane G. Patterson, B.A.           | <i>Research Associate</i>                   |
| Margaret Sebastian, M.S.W.        | <i>Research Associate</i>                   |

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Myrna S. Weiner, B.A.

*Administrative Assistant for the Research Center*

*Shapiro Gymnasium*



## Lecturers and Visiting Professors

The following Lecturers and Visiting Professors have participated in the program of the School during the past year:

Judge David L. Bazelon, B.S.L., LL.D.  
*Chief Judge, U.S. Court of Appeals, Washington, D.C.*

H. C. Chang, Ph.D. *Regional Adviser on Training for Community Development,  
Division of Social Affairs, United Nations, Economic  
Commission for Asia and the Far East*

Rudolph T. Danstedt *Director, National Association of Social Workers  
Washington, D.C.*

Hortense Gabel, A.B., LL.B. *Attorney, Consultant on Low-Income  
Housing Programs*

Ludwig L. Geismar, Ph.D. *Professor of Research, Rutgers—The State University,  
School of Social Work, New Brunswick, New Jersey*

Martin W. Greenberg, M.S.W. *Director of Research, Council of Jewish  
Federations and Welfare Funds, New York, New York*

Frederick Hayes, M.A. *Director, Bureau of the Budget, New York City*

Andrew Kopkind, M.A. *Contributing Editor—New Statesman, New  
Republic, New York Review of Books*

Sol Levine, Ph.D. *Professor and Director, Department of Behavioral Sciences,  
Johns Hopkins University, Baltimore, Maryland*

Thomas Lincoln, M.D. *Chief, Medical Care, Rand Corporation,  
Santa Monica, California*

Daniel P. Moynihan, Ph.D. *Director, Joint Center for Urban Studies of M.I.T.  
and Harvard University, Cambridge, Massachusetts*

Eugen Pusic, Ph.D. *Professor of Law, and Dean, School of Public  
Administration, Zagreb University, Zagreb, Yugoslavia*

Ollie A. Randall, M.A., LL.D., Ph.D. *Consultant to Ford Foundation and Board,  
National Council on Aging, New York, New York*

Martin W. Rein, Ph.D. *Professor, Bryn Mawr College, School of Social Work  
Bryn Mawr, Pennsylvania*

Mary E. Switzer, A.B. *Administrator, Social and Rehabilitation Service,  
Department of Health, Education, and Welfare, Washington, D.C.*

George Vassiliou, Ph.D. *Director of Ekistics, Athenian Institute of  
Anthropos, Athens, Greece*

Walter Vivrett, Ph.D. *Professor of Urban Planning, University of  
Minnesota, Minneapolis, Minnesota*



# Brandeis University



Brandeis University has set itself to develop the whole man, the sensitive, cultured, open-minded citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role he will play in it.

The University will not give priority to the molding of vocational skills, nor to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored. Brandeis merely seeks to avoid specialization unrelated to our basic heritage—its humanities, its social sciences, its sciences and its creative arts. For otherwise, fragmentized men, with the compartmentalized point of view that has been the bane of contemporary life, are created.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages this drive for personal fulfillment, but only within the framework of social responsibility. Thus Brandeis seeks to educate men and women who will be practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.



This initial and unwavering commitment to excellence has earned early acceptance for the University within academic circles. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. Most recently the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with two major challenge grants to Brandeis for academic excellence, an accolade accorded to only five universities in the nation.

## University Organization

Brandeis is one of the few small universities in the United States. The academic programs, described below, are each limited in size to encourage quality and integrity of intellectual achievement. There is constant interaction between college, graduate and professional schools, and institutes. The accomplishments of one set automatic pace for the others, and the interchange benefits all, creating an intellectual environment of decided vitality. Additionally, the organic richness of the extensive research activity fertilizes the undergraduate roots of the institution no less than the graduate and professional programs.

### The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches the greatest of importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies as well as those whose educational objective is the baccalaureate degree.

The College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Established in 1948, full accreditation was received by Brandeis' College of Arts and Sciences from the New England Association of Colleges and Secondary Schools in 1953.

### The Graduate School of Arts and Sciences

The Graduate School is designed to educate broadly as it trains professionally. It is sensitive to the fact that as specialization increases within society, the traditional boundaries between the Ph.D. and advanced professional degrees are gradually losing their distinctions. It seeks to achieve a spirit of informality, without sacrificing work disciplines.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Astro-Physics, Biochemistry, Biology, Biophysics, Chemistry, Comparative History, Contemporary Jewish Studies, English and American Literature, History of American Civilization, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy, Physics, Politics, Psychology, Sociology and Theater Arts.

(Full information is available in the catalog of the Graduate School of Arts and Sciences.)

### The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare, made possible through the generous grant of the late Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. The School has two basic educational programs:

1. The doctoral program for experienced social welfare practitioners who have the degree of Master of Social Work, or its equivalent, and experience on a professional level.
2. The pre-doctoral program for students without professional experience leading to the degrees of Master of Social Work and Doctor of Philosophy.

The program of study both for the experienced social welfare workers and beginners leads to the doctorate and is designed to qualify graduates for administrative and consultative roles in established areas of social work, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Emphasis is placed upon community organization, social work administration and research, making full use of the social sciences.

Students who enter the doctoral program are required to spend two years in residence. Those who enter the pre-doctoral program will receive the degree of Master of Social Work during the period of their doctoral study when they complete the requirements for the Master's degree.

### The Danielson School of Philosophy, Ethics and Religious Thought

The Albert V. Danielsen School of Philosophy, Ethics and Religious Thought was made possible through a gift from a Wellesley Hills, Massachusetts, philanthropist and Fellow of the University.

The School includes the Department of Philosophy which now combines undergraduate and graduate programs through the M.A. and Ph.D. degrees. The graduate program in philosophy is designed to prepare students for careers in the field as scholars and teachers, and it places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. Added to the two fully endowed chairs of philosophy in the School is the Albert V. Danielsen Chair in Christian Thought, and, in the future, there will be sought a strengthening of studies and faculty in the areas of social ethics and religious thought.

The Danielsen School thus hopes to encourage the advancement of philosophical thought in the context of contemporary issues, following the broadest scholarly and interdisciplinary approaches in an age of ecumenism and imperative social need.

### The Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Delaware. The School encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas with special heed to new discoveries and the results of current experimentation.

Students are offered a well-conceived balance between traditional background in biology and the thorough discussion of new knowledge constantly developing in this discipline. They are also encouraged to engage in original research and independent study. The biology program, directed and taught by first-rank scientists, also provides research and teaching opportunities for a large number of post doctoral fellows.

A sizable portion of the governmental, industrial and private research grants awarded to the University are devoted to varied projects in biology, including cancer research. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

### Lown School of Near Eastern and Judaic Studies

Created through the generosity of Philip W. Lown of West Newton, Massachusetts, the Lown School of Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture and issues. The University has assembled an array of distinguished scholars who, on both the undergraduate and graduate level, offer an extremely broad complex of programs designed to prepare them for scholarly careers or for communal service.

The School includes the Center for Contemporary Jewish Studies, organized for the specific purpose of further research and seminars dealing with major contemporary issues. Another activity of the School is the Institute for Advanced Judaic Studies, which sponsors research, lecture, colloquia and related publications, as well as offering a number of postdoctoral fellowships.

The Lown School of Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters building on the Brandeis University campus was completed during 1968.

### The Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Mr. and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. It also incorporates the Poses Institute of Fine Arts, which supplements course-work and workshops in painting and sculpture. Plans for launching a graduate program are now under study.

The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from the present day to antiquity. The program stresses individual creativity and the varied techniques of the artist.

The Poses Institute of Fine Arts is host to exhibitions of paintings, sculpture, artifacts and other forms of contemporary and traditional art in the

University's museum and many gallery halls. It is the focus of the Brandeis art acquisition program and conducts lecture series and symposia with notable historians, critics and artists. Its annual institutes are concerned with basic issues in the arts and contemporary life.

### Medical Science Research Center

Of the more than eight million dollars in research grants currently in effect at Brandeis, a good deal more than half supports faculty research projects which are of direct and indirect importance and significance to medical science. Medically oriented work is being carried on, not only in biochemistry, biology, chemistry and microbiology, but in psychology, sociology and in the University's Florence Heller Graduate School for Advanced Studies in Social Welfare.

Under a Commonwealth Fund study grant, the University carefully scrutinized a variety of ways in which it might make major contributions to medicine. As a result of the study, it has been decided to create a Medical Science Research Center for the University to build from its already highly esteemed strength in basic research.

In its first stages the Center's activities will be relatively modest, seeking to draw together Brandeis faculty whose research work is medically related, and to bring about a better coordination, without diminution of present teaching responsibilities or altering important research projects already under way. But simultaneously, under the leadership of a Director and the advice of a Faculty Council, the Center will gradually broaden its scope, encouraging new research, inviting the participation of distinguished scholars and medical scientists, offering hospitality for younger researchers at a fellowship level, sponsoring symposia and colloquia and underwriting scholarly publication. Hopefully, a vital Medical Research Center will evolve.

### Related Academic Programs

#### *Jacob Hiatt Institute in Israel*

The University conducts an annual semester Institute in Israel. Open to college and university juniors and selected seniors who have completed introductory courses in political science, sociology, or social psychology, the Institute offers instruction in modern Jewish and Israel history, Israel political and social institutions and the Hebrew language.

Made possible by Mr. and Mrs. Jacob Hiatt of Worcester, Mass. the Institute, which is located in Jerusalem and directed by Brandeis faculty, is unique in that it emphasizes first-hand investigation. Formal classroom work is supplemented by seminars with persons prominent in Israel's political and

economic life, and field work is conducted at on-the-spot locations such as factories, seaports, labor councils, agricultural settlements, Arab and Christian communities, army training centers and mineralogical exploration points in the Negev Desert.

Enrollment in the Hiatt Institute is also open to a limited number of qualified students from other colleges and universities. Among the colleges and universities, in addition to Brandeis, from which students have come to study at the Jacob Hiatt Institute are: Antioch, Boston University, Brooklyn College, Brown University, Bryn Mawr, University of California, City College of New York, Carleton, Clark, Colby, Cornell, Dickinson, Goucher, Harvard, Hunter, University of Illinois, Jackson College (Tufts University), Massachusetts Institute of Technology, Oberlin, Ohio State, University of Pennsylvania, Reed, Temple, Vanderbilt, University of Vermont, Washington University, Wayne State, Wesleyan and University of Wisconsin.

#### *Wien International Scholarship and Fellowship Program*

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships on the undergraduate and graduate levels. The undergraduate scholarship covers the basic costs of tuition, on-campus board and room, and standard student fees. In some instances, based upon financial need, the grant may be extended to include book allowances, a weekly maintenance allowance, and—on very rare occasions—travel. Awards made for a single academic year to students who are candidates for a degree may be renewed upon application. Renewals may be granted by the Committee on the Admission of Wien Scholars and its decision is final.

Undergraduate applicants may also be accepted as Special Students. Such students must have completed at least the first degree in their home countries. With the consent of the Director of the Program, they may then take courses at Brandeis which do not duplicate those studied at their home universities. Grants for Special Students are given for only one year and may not be renewed. It is expected that Special Students will apply for this "year abroad" in order to enhance and complement work taken in their own countries, and that these students will return to their home universities when their year at Brandeis has been completed.

All applicants for both the undergraduate and graduate grants must have a thorough knowledge of the English language inasmuch as all students study within the regularly organized curriculum. In addition, opportunities are

provided for all Wien Scholars to attend special seminars, conferences, and field trips which are planned to provide an understanding of many facets of American society.

The Wien Program participates with Harvard, Boston College, Boston University, and Massachusetts Institute of Technology in the BASIS (Boston Area Seminar for International Students) summer orientation program which is open to students who have been admitted to these universities. This program facilitates the adjustment of foreign students to American academic communities. Foreign students also have the privilege of participating in a program-oriented, home-stay schedule of visits and hospitality developed through the Wien Office.

Inquiries concerning the undergraduate program should be addressed to the Wien International Scholarship Program at the University and should contain a brief resumé of the applicant's scholastic background and field of interest. Inquiries concerning the graduate program may be addressed either to the Wien Office or to the Graduate School itself.

*Wien International Students' Reception*



*Lemberg Center for the Study of Violence*

The Lemberg Center for the Study of Violence was organized to provide, within a scholarly setting, major research and training in the problems of violence and to establish a forum for a continuous dialogue that will reach out to all segments of the community. The staff of the Center, which is an outgrowth of the University's three national conferences on violence, seeks to analyze the legal, psychological, psychiatric and sociological aspects of violence and hopes to develop techniques for its control. The initial research activities of the Lemberg Center have dealt primarily with the causes of racial violence in fourteen major American communities.

Established through a generous benefaction of Mr. Samuel Lemberg of New York City, the Center has subsequently received substantial research grants from the Ford Foundation and the National Institutes of Mental Health.

*The Morse Center for the Study of Communication*

The principal function of the Morse Center for the Study of Communication is to further the art of communication in the services of higher education, and to explore ways of better using mass media with particular emphasis on international relations, government, social welfare and related areas. The Center is also concerned with the potentialities that have opened through television and radio, film and computer technology that will allow not only the transmission of knowledge but its creation and perpetuation.

A numbered of sponsored research studies are underway to determine the viability of creating a Brandeis University "Visual University Press," which would serve as the reference resource for this new media in educational technology. Film, television tapes, film strips and archival material derived through the programs of the Morse Center would encompass research of our own creation, programs of our campus specialists who are developing their own projects and the works of distinguished authorities brought in from other areas.

Amongst programs previously undertaken have been annual quantitative studies of the programming content of American educational television (ETV) multi-national mass communication study programs for representatives of newly emerging nations in cooperation with the United States Department of State.

The Center is primarily underwritten by a major grant from Lester S. and Alfred L. Morse of Boston.

### *The Sarah and Gersh Lemberg Nursery School*

The Lemberg Laboratory-Nursery School was established, as a unit of the Psychology department, in the fall of 1961 through the generosity of Samuel and Lucille Lemberg. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence, and students from Tufts University and Wheelock College, serve as practice teachers.

### *Rosenstiel Biochemistry Program*

The graduate and research program in biochemistry is supported by a grant from the Dorothy H. and Lewis Rosenstiel Foundation made "in support of research in the natural sciences with primary emphasis in biochemistry."

The Rosenstiel Biochemistry Program, established in 1957, includes more than 70 graduate and postgraduate research fellows. Among the agencies co-operating in sponsoring research are the National Science Foundation, National Institutes of Health, Office of Naval Research, American Cancer Society, Atomic Energy Commission, the Eli Lilly Company, Howard Hughes Foundation, Rockefeller Foundation, National Dental Institute, and the Damon Runyon Memorial Fund.

## **Professorships and Lectureships**

### *Jacob Ziskind Professorships*

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from other major streams of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

### *Louis Dembitz Brandeis Memorial Lecture*

The annual Louis Dembitz Brandeis Lecture, named in memory of the late Supreme Court Justice traces its origin to the very beginning of the University's life and is presented under the auspices of the Maurice Bernstein Memorial Fund.

*Abba Eban Lectureship*

Through the generosity of the late Nathan Straus, this endowment permits an annual lecture by a statesman or scholar on some phase of Middle Eastern affairs.

*Harry B. Helmsley Lecture Series*

Established to reduce barriers that separate different races, creeds and nationalities, this annual public lecture series has, since its inauguration, featured leading philosophers, educators, government officials and religious leaders in discussions and seminars that relate to intergroup understanding.

*Sidney Hillman Memorial Lecture*

The Sidney Hillman Memorial Lecture in Public Concern was established by the Sidney Hillman Foundation, Inc., of New York City to create annually, in memory of the late labor leader, a sound and constructive platform which will benefit the broad society and serve an important public cause.

*Adolph Ullman Memorial Lecture Series*

Established by devoted friends of the late Boston philanthropist and former member of the Brandeis Board of Trustees, to pay tribute to a gifted patron of the creative arts. This annual lecture series presents distinguished artists, critics and historians.

*The Martin Weiner Distinguished Lectureships*

The income from this endowment fund permits the designation of several Weiner Distinguished Lecturers each year. Lecturers receiving these appointments are selected not only from the academic world, but also include figures drawn from the fields of religion, government, international affairs, letters, science and the business world. The Weiner Distinguished Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia and, in addition, University convocations and public events.

*Stephen S. Wise Memorial Lecture*

This annual lecture was established by the late Nathan Straus to bring to the University each year a distinguished representative of the liberalism that was basic to the outlook of Dr. Wise.

*George and Charlotte Fine Endowment Fund*

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fine Endowment Fund makes possible the engaging of visiting artists to perform with members of the Brandeis faculty.



*Taping session for Dretzin Living Biographies Program*

### **Special Academic Programs**

#### *Rogoff Foundation Trust*

The Rogoff Foundation Trust, a major gift established by the trustees of the Rogoff Foundation Inc., provides support for scholarships, fellowships, study or research in the pre-medical or medical sciences, or related life sciences.

#### *American Jewish Historical Society*

In the established pattern of learned groups which elect to locate at colleges and universities, the American Jewish Historical Society is housed on the Brandeis campus as a separate and autonomous organization. It provides, however, a focus for scholarly research, symposia, and a common meeting ground for interested undergraduate and graduate students, international figures and for the work carried forth at Greater Boston's many libraries, museums, colleges, and universities; thus enriching both Brandeis and the Society. Its site near both the University library and its Judaic center was made available by Brandeis. The building funds were provided by the late Lee M. Friedman, a former president of the Society, attorney and Boston resident.

#### *Lowell Institute Cooperative Broadcasting Council*

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's educational TV station WGBH-TV, Channel 2. Brandeis,

along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, Museum of Science, Simmons College, Yale University and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV. One of the significant programs of the University's educational broadcasting is "The Prospects of Mankind," organized by the late Mrs. Eleanor Roosevelt, which appeared on both educational and commercial TV stations in the United States and abroad. This program was sponsored by the National Educational Television Center and was produced by WGBH-TV in cooperation with Brandeis University.

#### *Edith Barbara Laurie Theater Arts Trust Fund*

Established by Mr. and Mrs. Irving Laurie in memory of their daughter, the Edith Barbara Laurie Theater Arts Trust Fund aids in the support of the University's respected theater arts program. The funds provided in this gift avail the development and strengthening of the theater arts curriculum and its frequent stage presentations.

#### *Dretzin Living Biographies Program*

The techniques of modern electronics, the documentary and the perceptive historian have been combined in *Living Biographies*, an imaginative approach to recording the memoirs of intellectual and other public personages who influence the thought and events of their times. The program is underwritten by Samuel C. Dretzin of New York, a Fellow of the University. *Living Biographies* are video-taped and filmed interviews that serve as historic documents for advanced scholars and undergraduates. The program seeks its subjects everywhere in the world and many notable figures in all facets of public life, the professions, business, arts, sciences and education are participating in the interview program. Among those recently taped are David Ben-Gurion and Carlos P. Romulo. Also participating are Jomo Kenyatta and Julius Nyerere.

#### *Brandeis University Creative Arts Awards*

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theater Arts, Music, Poetry or Fiction and Painting or Sculpture. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually



*Richard Rodgers receiving Creative Arts Award from Aaron Copland*

in each of the fields to judge the competition. Winners of the 1968 Awards were:

Music: *Medal*, Virgil Thomson; *Citation*, Easley Blackwood

Literature: *Medal*, Lionel Trilling; *Citation*, Elizabeth Marshall Thomas

Painting-Sculpture: *Medal*, Joseph Cornell; *Citation*, Frank Stella

Theater: *Medal*, Richard Rodgers; *Citation*, Tom O'Horgan

Notable Achievement: Martha Graham

#### *Office of Adult Education*

To provide adults with the opportunity to pursue courses of instruction in areas of particular interest to them, the Office of Adult Education sponsors daytime seminars, and evening lecture courses, all directed by members of the Brandeis faculty, and all consistent with the quality of Brandeis academic offerings. In addition, the office plans and presents a variety of special public lecture programs throughout the academic year.

#### *Summer Institutes for Adults*

The Summer Institutes for Adults seek to broaden the University's academic scope by offering a unique residence program to adults from all sections of the country. Participants may spend either one or two weeks of intensive, uninterrupted study, directed by Brandeis faculty members and supplemented by guest lecturers, on topics broadly concerned with the problems and trends of contemporary civilization.

#### *The Loeb Computer Center*

Established through an initial grant from the National Science Foundation, the University's computer center supports research in the social, life and physical sciences and is utilized for other scholarly and administrative purposes. Plans are presently underway for substantial expansion of equipment and facilities. Under active study is installation of a major computer which will be the principal unit in the Isaac Anderson Loeb Foundation Computer Center building, shortly to be erected.

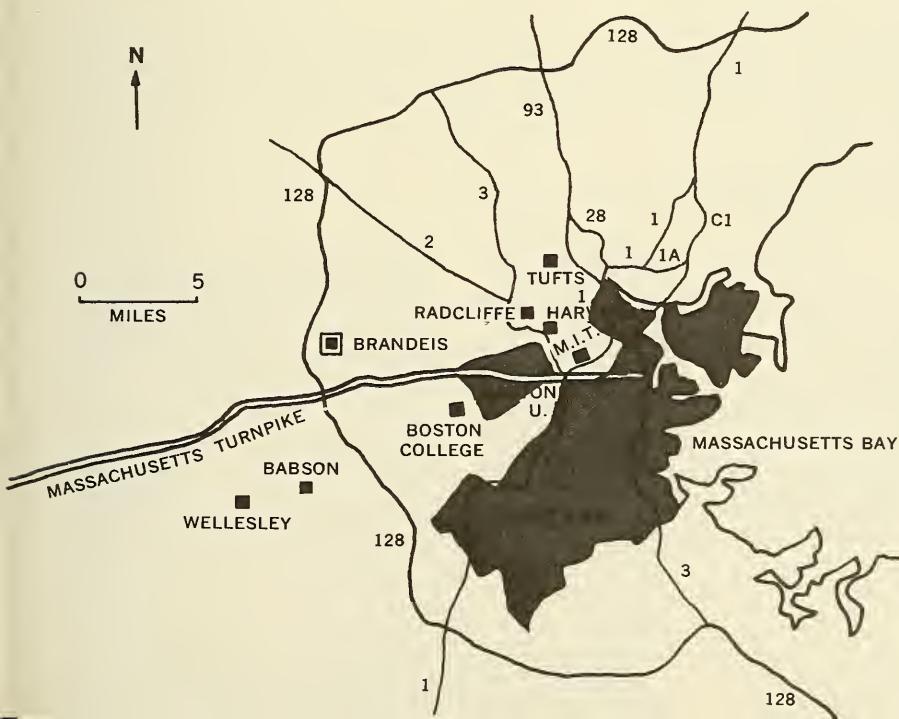
## General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached as follows: *From the south and west* take Exit 14 of the Massachusetts Turnpike and follow signs to Route 128 North, then Exit 51, left turn at end of exit ramp and follow signs to Brandeis. *From the north*: Route 128 south to Exit 51, then follow signs. *From Boston*: Massachusetts Turnpike Extension to Exit 15, follow signs towards Route 30 and Weston, right turn at Route 30, left turn at traffic light; or follow Commonwealth Avenue (Route 30), until the intersection just west of the Route 128 overpass; follow signs to Brandeis.

By public transportation: The campus is adjacent to the Roberts Station of the Boston and Maine Railroad (West Concord Line), from which trains run on a frequent schedule to and from downtown Boston (North Station) and Cambridge. Rapid Transit facilities terminate at the Riverside Station of the Massachusetts Bay Transportation Authority (MBTA), 3 miles from campus. Public bus and taxi service operate between Riverside and Brandeis.





*Goldman Schwartz Art Studios*

Long distance bus travellers will find that it is much easier to alight at Riverside rather than Park Square, Boston. All Greyhound through and express buses stop there. Trailway buses stop at their Natick, Mass., terminal on Speen Street. Train travellers from the South should de-train at Boston, but train travellers from the west should get off at Newtonville, a 20-minute ride from campus on the Roberts bus. From Logan Airport, the easiest route is by taxi to North Station and from there to the Roberts stop (check train schedule first). Rapid Transit is also available from Logan to North Station.

### **Academic and Administrative Buildings**

#### **Abelson Physics Building**

Completed in 1965, the Abelson Physics Building houses teaching and research laboratories of the Physics Department. It also includes a major physics lecture and demonstration hall.

#### **Administration Center**

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, deans, student administration, university administration and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty and administrative staff. The Center comprises Bernstein-Marcus Administration Center, Gryzmish Academic Center and the Julius and Matilda Irving Presidential Enclave.

#### **Bass Physics Building**

A unit of the Science Quadrangle, the Bass Physics Building includes research facilities for the Physics Department as well as departmental offices.

#### **Bassine Biology Center**

The Bassine Biology Center houses all of the research activities of the Biology Department. It includes environmental growth chambers and greenhouses in addition to laboratories, laboratory support areas, preparation rooms, and seminar facilities for the use of Biology faculty and research personnel.

### Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures.

The central building houses the Anthropology, Economics and Psychology Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms and a spacious lounge. Millions of viewers across the nation have watched television programs recorded in the main auditorium, specially equipped for use as a television studio. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Laboratory-Nursery School, operated by the Department of Psychology. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room. Lemberg Hall also houses the Psychological Counseling Center.

### Brown Terrarium

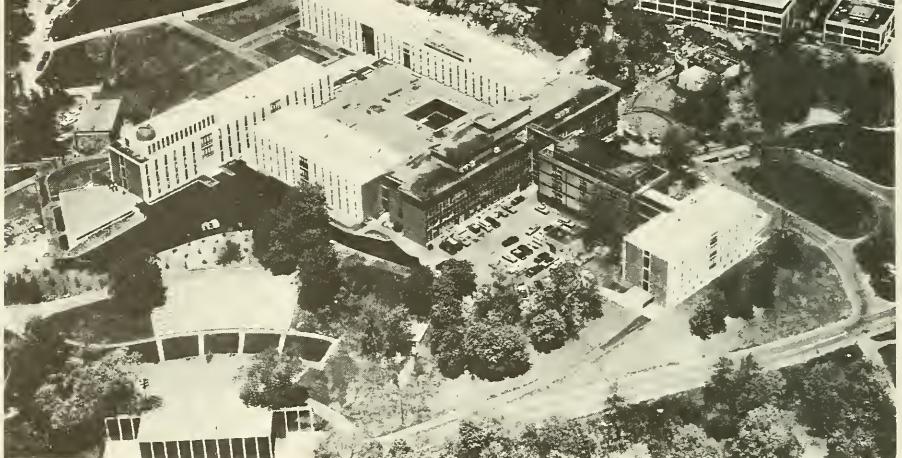
Brown Terrarium, a completely equipped experimental greenhouse, located between the Faculty Center and Sydeman Hall, provides facilities for botanical research.

### Dreitzer Art Gallery

Designed as an adjunct to the art exhibition facilities of the University, the Mildred and Albert J. Dreitzer Art Gallery houses special loan exhibitions as well as periodic displays of selected art works from the University's permanent collection.

### *Lemberg Nursery School*





*Gerstenzang Science Quadrangle with Ullman Amphitheatre in foreground*

#### **Harry Edison Chemistry Building**

A center for research in Chemistry, completed in 1965, the Harry Edison Chemistry Building includes laboratories and research offices for faculty, postdoctoral research fellows and other research personnel of the Chemistry Department.

#### **Faculty Center**

On the south campus is the Faculty Center, containing club facilities, lounges, the faculty dining room, a private dining room for faculty meetings, and apartments for visiting faculty and lecturers.

#### **Ford Hall**

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices and Seifer Hall, an auditorium seating 500, which is used for lectures, large student meetings, and major conferences.

#### **Friedland Research Center**

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.

#### **Gerstenzang Library of Science**

The central structure of the Science Quadrangle is the Gerstenzang Library of Science. This building includes a science library and lecture-demonstration auditoria. The library contains stacks for 250,000 volumes, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls are constructed as amphitheatres, one seating 300 and the other 100. This unit is connected to all other buildings in the University's Science Complex.

### Goldfarb Library Building

Near the center of the campus, Goldfarb Library Building is a brick, limestone and glass structure with an ultimate capacity of 750,000 volumes. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for those courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounge facilities. Works of art from the University collection are on constant display in the many galleries of the building.

### Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.

### Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts and studios for faculty, advanced students and artists-in-residence. Its completion marked a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

### Goldsmith Mathematics Center

Completed in 1965 as a unit of the Science Quadrangle, the Goldsmith Mathematics Center provides classrooms, seminar rooms, research offices, faculty offices and a mathematics library for the use of the Mathematics Department.

### Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

### Heller School Facilities

The Florence Heller Building, completed in 1966, houses the administrative, faculty and teaching activities of the Florence Heller Graduate School for Advanced Studies in Social Welfare.

A major research center, the Benjamin Brown Building, provides research offices and work rooms for the multifaceted research programs being conducted by the Heller School.

### Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

### Kosow Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to the building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

### Lecks Chemistry Building

Adjoining the existing Kalman Science Center, the Lecks Chemistry Building provides modern laboratories and research spaces for the expanding chemistry research program of the University.

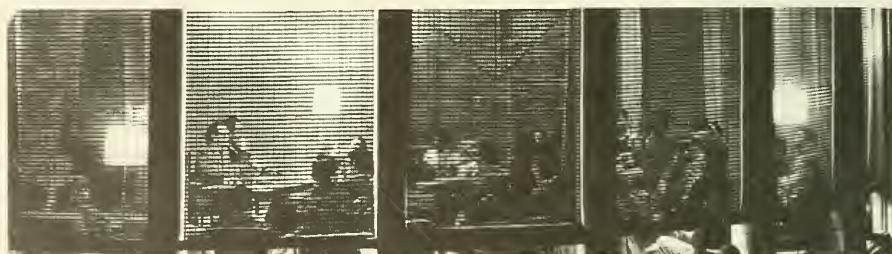
### Olin-Sang American Civilization Center

On a hillside overlooking the library and Three Chapels Area, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for the placement of original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial, Legislative, Ethnic Studies and Slater Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.

### Pearlman Hall

A circular lounge, walled in glass, is a unique architectural feature of Pearlman Hall. Its main building contains classrooms and seminar rooms and houses the Sociology Department.

#### *Pearlman Hall*



### Rabb Graduate Center

The rapid growth of the University's Graduate School of Arts and Sciences has made it necessary to expand the facilities allocated for Graduate School administrative activities and for graduate teaching in the humanities. Recently completed is a new Rabb Graduate Center provided by the Rabb Family, together with a grant from the United States Office of Education under the Higher Education Facilities Act. This facility provides administrative and faculty offices, seminar and teaching rooms and study space for graduate students.

### Rapaporte Treasure Hall

Adjacent to Goldfarb Library Building, and joined to it by a glass-enclosed lobby, Rapaporte Treasure Hall is the repository for rare books, incunabula and other library treasures. The upper level serves as the main exhibition area and the lower level stores the University's growing collection and includes a specially constructed vault with provision for the protection of these rare items against the ravages of time, temperature, humidity, fire or theft. Special display areas are built into the Rapaporte Treasure Hall.

### Rose Art Museum

Located within the Creative Arts enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Mr. and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level is both a pleasant setting for quiet reverie and the objective of coin-tossing students before examinations.

*Rose Art Museum*



### Segal Physics Building

A unit of the science research center, the Segal Physics Building includes research offices for theoretical physicists, laboratories for research in physics, and newly developed research areas for investigations in high energy physics.

### Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities are employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

### Slosberg Music Center

Located at the entrance to the campus, the Slosberg Music Center includes classrooms, practice rooms and office facilities for the Music Department. The Center has its own music library and a recital hall which seats 250 with carefully designed acoustical treatment. Slosberg Recital Hall is the location of the University's rich program of chamber music concerts and solo performances. It also houses the University's baroque organ, given by Mrs. Aber D. Unger of Baltimore, Maryland, as a memorial to her late husband.

### Spingold Theater Arts Center

The Spingold Theater Arts Center is a unique and imaginative concept translated into exciting design. With a theater auditorium as its hub, the circular Center includes areas for every facet of the teaching and performing arts; workshops, design rooms, costume preparation and storage areas, rehearsal and dressing rooms, a little theater and a dance studio. Spacious areas are equipped as classrooms and offices, and the great lobby has been envisioned for displays of painting, sculpture and other treasures. The Center's location on the southwest campus places it at the hub of Brandeis' creative arts teaching facilities.

### Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms and faculty offices.

### Ullman Amphitheatre

Utilizing a natural bowl below the science buildings, the Amphitheatre has a complete stage with full lighting equipment and orchestra pit, classrooms and faculty offices. It is the colorful setting for University convocations and commencements. The University's Communications Institute is housed in the Ullman Amphitheatre.

### Wolfson-Rosensweig Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to that building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

### Athletic Facilities

#### Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

#### *Spingold Theater Arts Center*



### Gordon Field

One of the nation's most modern tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural football teams and specialized accommodations for intercollegiate field events.

### Linsey Sports Center

The recently completed Joseph M. Linsey Sports Center includes an Olympic-size swimming pool, squash courts, fencing room and other athletic teaching facilities. Connected to the athletic center, the sports center provides facilities for substantial enhancement of the University's physical education and inter-collegiate athletic programs.

### Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

### Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances and major conferences. In addition, classrooms, offices for the physical education faculty, team, and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.

### Rieger Tennis Courts

The Rieger Tennis Courts are the scene of informal as well as intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

### Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and larger quarters. Each residence hall has its own lounge or lounges. Modern laundry and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as are desired. Arrangements for linen and towel service may be made through the University.

### East Quadrangle

The East Quadrangle residence halls include Hassenfeld House, Rubenstein Hall, Pomerantz Hall, Krivoff House and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities.



*Massell Quadrangle*

### Leon Court

Leon Court, a residence area, has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and large recreation room. Dormitories in this quadrangle have been designated the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

### Massell Quadrangle

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center, this is a major housing and recreational area. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

### Ridgewood Quadrangle

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.

### Rosenthal Dormitories

Adjacent to the Massell Quadrangle, are three newly constructed dormitories which accommodate 168 students. This grouping of buildings, underwritten by Mr. and Mrs. David Rosenthal of New York City, have been completed for use in the academic year 1968-69.

### The Usen Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodelled into single, double, and larger rooms for women. Its ground floor houses the University Snack Bar and the student-operated coffee shop, *Cholmondeley's*.

### Schwartz Residence Hall

This companion structure to the Castle houses women. Its lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

### Themis House

Special seminars, conferences and symposia are housed at Themis House, located in Weston, Mass., a few minutes from the campus. Thirty to forty participants may be accommodated for food and lodging at this University conference site, made available by Mr. and Mrs. Boice Gross.

### Student Centers

#### Sherman Student Center

The glass walls of Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily and is frequently utilized as a banquet hall for major University functions. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.



### Feldberg Lounge

Spacious and comfortable, this glass and brick walled lounge is used for informal discussions, lectures, songfests and conferences and is a favorite meeting place between classes. Works of art by student and professional artists are on constant exhibit.

### Kutz Hall

A towering ceiling, attractive furnishings, a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 are held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

### Swig Student Center

The attractively furnished Swig Student Center, in the East Quadrangle, provides dining facilities for students as well as lounge and terrace for student receptions and social activities. It also includes a private dining room for dinner meetings of student groups. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

### Mailman Hall

This striking glass, brick and granite structure provides spacious lounges, modern recreational rooms and facilities for the display of painting and sculpture. A recently completed addition to this building includes student publication offices, the campus radio station, offices and meeting rooms for the Student Council and other student organizations. Designs are now being completed for enlarging Mailman Hall and transforming the facility into a University mental health and psychological counseling center.

### Usen Commons

Greater Boston spreads out in a panoramic view from the windows of Usen Commons, a circular, conservatory style lounge on the second level of the Castle. Since the earliest days of the University, this lounge has been familiar to Brandeis students as ideal for small dances and social functions.

## Dining Halls

University dining halls are located in Kutz Hall, Swig Student Center and Sherman Student Center. A separate kitchen is maintained in Sherman Student Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle Snack Bar and *Cholmondeley's*.

## Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for twenty-four bed patients.

## The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, the University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A centrally located pulpit serves a large outdoor area where shared functions such as Baccalaureate are celebrated. Student organizations responsible for services are the B'nai B'rith Hillel Foundation, Newman Club and Student Christian Association. Each has its own chaplain.

## Maintenance Funds

As the University's physical plant expands, the costs of maintaining buildings and grounds impose increasingly on its general fund resources. However, funds to help meet these costs have been made available through the generosity of individuals and foundations.

### Louis D. Beaumont Foundation Fund

The Louis D. Beaumont Foundation of Cleveland, Ohio, has provided funds for general purposes, including maintenance, since the early years of the University.

### Harry Pearlman Endowment Fund

A portion of a major gift to the University by Harry Pearlman of New York, has been directed to building maintenance.

### David and Irene Schwartz Fund

Under a special grant from David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the building architecture as conceived and executed by some of the nation's noted architectural figures.

## Facilities Under Construction

### Loeb Computer Center

Currently being built is the Loeb Computer Center. Located centrally on campus, this Center will house the most-up-to-date computer equipment for work supporting research in life, natural and social sciences, humanities and the arts, as well as in meeting administrative needs.

### Epstein Campus Service Center

Underwritten by Mr. and Mrs. Rubin Epstein of Chestnut Hill, Massachusetts, the Epstein Campus Service Center, scheduled for completion in 1968, will house several administrative departments of the University, including the Purchasing Department, the Buildings and Grounds Department, the Security Department, and the University's major service facilities, including repair and maintenance shops and stock and storage areas.



### Usdan Student Union

Scheduled for construction start in 1968 is a Student Union complex which will consolidate student social and recreational facilities in a central location in mid-campus close to major teaching facilities and residence halls. The Student Union complex will consist of a main structure housing such facilities as an assembly and banquet hall, the University bookstore, mailroom, bowling alleys, lounges and food service areas. Other components will house student organizations, student social and recreational areas, and student service offices. The main building of the Student Union has been underwritten by Mr. and Mrs. Samuel Lemberg of New York in honor of their daughter and son-in-law, Mr. and Mrs. Nathaniel H. Usdan. Other units have been provided through generous grants from Mr. and Mrs. Joseph Gluck of New York City; Mrs. Israel Edelstein of Brookline, Massachusetts, in memory of her late husband, Mr. Hy Winer; the Wuliger Family of Medina, Ohio, in memory of their parents, Helen K. and Frank Wuliger; and Mr. and Mrs. Harold Rudnick of Chestnut Hill, Massachusetts.





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